

THE UTAH STATE BOARD OF EDUCATION

Report to Legislative Committee

STRENGTHENING COLLEGE AND CAREER READINESS PROGRAM

October 2017

PREPARER NAME

Holly Todd
holly.todd@schools.utah.gov
And
Lillian Tsosie-Jensen
holls.utah.gov

SUPERVISOR NAME Leah Voorhies leah.voorhies@schools.utah.gov

STRENGTHENING COLLEGE AND CAREER READINESS PROGRAM

STATUTORY REQUIREMENT

U.C.A. Section 53A-15-1601
requires the State Board of
Education to submit a report to
the Education Interim Committee
on the status of the
Strengthening College and Career
Readiness Program. A report on
this topic was also submitted in
2016.

EXECUTIVE SUMMARY

Currently, there are 44 local education agencies (LEAs) that have participated in the Strengthening College and Career Readiness Program. There is an anticipated excess funding from the original allocation of this program due to fee changes over since the consumption of the program. Rough calculations based on the state average school counselor-to-student ratio, 180,340 students and 508 school counselors have seen direct and indirect benefits from this program.

BACKGROUND

In the 2015 General Session, H.B. 198 created the Strengthening College and Career Readiness program. This program provides grants to local education agencies (LEAs) for professional development for school counselors. The goal of the program is to improve students' college and career readiness through enhancing the skill level of school counselors who provide college and career counseling. Under this legislation, the State Board developed a certificate for school counselors that certifies that a school counselor is highly skilled at providing college and career counseling. The School Board awards grants to LEAs on a competitive basis. The Strengthening College and Career Readiness program was established during the 2015 General Session. The State Board of Education shall report to the Education Interim Committee on the status of the program on or before: November 1, 2016 and November 1, 2017. The Legislature appropriated \$400,000 one-time for the program.

The certificate program is comprised of three components:

 Component One: Southern Regional Educational Board (SREB) modules. The University of Utah and Utah State University developed a customized curriculum, based on the Southern

- Regional Educational Board (SREB) College and Career Initiative modules.
- Component Two: Utah State Board of Education (USBE)
 professional development. As of Fall 2015, the training, now titled
 School Counseling Program Updates and Essentials, was updated
 to focus on program changes and updates around career literacy
 and college and career readiness.
- Component Three: USBE modules through the Utah Education and Telehealth Network (UETN) and Southern Utah University (SUU). This component was developed by the USBE and an advisory group of individuals from business and industry to focus on Utah's current and projected career opportunities.

FINDINGS

As of October 2017, there are 508 educators that have participated in and/or completed the Strengthening the College and Career Readiness Program, with 44 LEAs patronizing the program. As seen below, a record of the number participants in each of the funding years.

School Year	# of Participants
2015-16	96
2016-17	248
2017-18	164
Total number of Participants	508
Year Certificates Earned	
2016-17	196
2017-19	312
Total number of Certificates	508
Total Number of Participating LEAs	44

In end of course surveys, there has been 100% positive feedback on the content of the program. School counselors have stated renovating their school program supports for students around gained knowledge from the coursework.

CONCLUSION (OR RECOMMENDATIONS)

Given the program funding will end July 2018 and there will be carry forward funding due to the change in licensing fees, it is recommended the remaining funding from the allocation be used until diminished, for the purpose of allowing more educators to receive this training. With the end of the funding cycle, USBE staff with crosswalk data set with participating LEAs and schools, against outcomes such as graduation rates, pathway participation, and program outcomes.